LOCAL EDUCATION AGENCY
STRATEGIC LONG RANGE TECHNOLOGY PLAN

PLAN TERM: Begins: 7/1/2007 Ends: 6/30/2012

The Applicant Agency*

Tempe Elementary School District #3

(Name of Local Education Agency (LEA), i.e. School District, Consortium or Charter School submitting this plan. **If Consortium, list all members in the space below**)

Developing a comprehensive technology plan, based on the educational goals of the school system, will ensure that the most appropriate technologies are effectively infused in your instructional and/or administrative programs. Thorough planning also ensures that all parties have equitable access and achieve the greatest benefit from routine use of educational technology. The comprehensive technology plan should demonstrate clear targets for technology use, spell out desired goals for learners, create visions for future directions, build "buy-in" from stakeholders, and demonstrate to those who might provide funding that a district or charter holder is ready to act.

School Districts, Consortia or Charter Schools (LEAs) who apply for technology funding through any Federal grant program, are required to have developed a comprehensive, three-year to five-year plan, which outlines how the agency intends to utilize and integrate educational technology.

The applying agency (check all that apply)

X is compliant with the provisions of the Children's Internet Protection Act (CIPA).

_____ will be CIPA compliant by this date. _____

X has applied for E-Rate Funding for FY 2007.

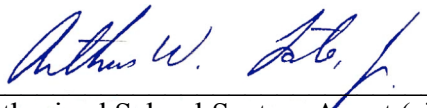
The LEA's comprehensive technology plan must be approved by the local governing board(s). (The plan must be approved by the local governing board before funds will be released.)

Date the plan was approved: 6/27/2007

OR

Date the plan is to be submitted for board approval: _____

Certified by:



6/28/07

Signature of Authorized School System Agent (signed in blue ink) Date of Signature

Dr. Arthur W. Tate, Superintendent

Printed Name and Title

Mail completed plan to: Arizona Department of Education, Technology Plans BIN 10, 1535 W. Jefferson, Phoenix, AZ 85007

LEA Profile

This information should provide a "snapshot" of your district and help planners and reviewers to understand areas of need.

LEA Profile	
LEA NAME: Tempe Elementary School District #3	
CTDS: 070403000	
NUMBER OF SCHOOLS IN LEA	25
NUMBER OF TEACHERS	950
NUMBER OF STUDENTS ENROLLED	13568
PERCENT OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH	63.5%
TITLE I POVERTY LEVEL	22%
TEACHER / STUDENT RATIO	1:14
STUDENT / COMPUTER RATIO	5:1
NUMBER OF SCHOOLS IDENTIFIED AS EXCELLING	4
NUMBER OF SCHOOLS IDENTIFIED AS HIGHLY PERFORMING	2
NUMBER OF SCHOOLS IDENTIFIED AS PERFORMING AND PERFORMING PLUS	18
NUMBER OF SCHOOLS IDENTIFIED AS UNDERPERFORMING	0
BASED ON CENSUS TRACT INFORMATION, IS YOUR ENTITY RURAL OR URBAN	Urban

District Technology Coordinator/Contact

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VISION AND MISSION STATEMENTS

Vision Statement
A vision statement expresses thoughts about what the LEA's future educational environment should look like. It should be written in broad terms and guide the development of the technology plan.

TD#3 Vision –
Tempe Elementary School District #3 uses forward thinking and innovation to improve productivity, communication, and student achievement by *eliminating inequities* and infusing learning with the tools of technology.

Mission Statement
A mission statement is a brief, general description of the LEA's plans for promoting the effective use of technology to improve student performance. The mission statement describes the step, in broad terms, that will need to be taken in order to achieve the LEA's vision.

TD#3 Mission –
Tempe School District #3 empowers it's learning communities to be prepared for the future by building confident, capable and informed users of technology.

TECHNOLOGY COMMITTEE

The Technology Committee should represent all stakeholders. Development of the technology plan and implementation of the plan should enable parents, educators, students and community members to benefit from the investment in technology and all should have representation on the committee.

LEA Technology Committee		
Member	**Title**	**Constituency Represented**
David Diokno	Director of Information Technology	District Technology
Peggy Warren	Director of School Leadership	School Leadership
JoEtta Gonzales	Principal	School Leaders
Howard Oechsner	Principal	School Leaders
Katie Wielosinski	Principal	School Leaders
Jim Jurs	ASU Professor, Educational Leadership	Community
Laurie Cruz	Parent	Parents
Anita Martinez	Parent	Parents
Russ Williams	Parents	Parents

Gabrial Akkurt	Student	Students
Jaset Barradas	Student	Students
Mia Cota	Student	Students
Jaime Cruz	Student	Students
Octaviana Ormsby	Student	Students
Nicole Perez	Student	Students
Tyler Puetz	Student	Students
Jorge Salaz	Student	Students
Mercedes Valle	Student	Students
Dave Billings	Manager – IT Customer Support	IT Customer Support
Linda Rickets	Technology Training Coordinator & Analyst	IT Customer Support & Training
Sandy Reinhardt	Manager – IT Systems	IT Systems
Sonya Chavarria-Gronning	English Language Learning Supervisor	English Language Learning
Emily Harris	Staff Development Coordinator	Teaching and Learning
Christopher Macaluso	Math, Science, and Prevention Coordinator	Teaching and Learning
Lois Whisiker-Williams	Language Arts & Social Studies Coordinator	Teaching and Learning
John Wilson	Assessment & Evaluation Coordinator	Teaching and Learning
Ruth Camuse	Educational Technology Specialist	Educational Technology
Shelby Hobart	Educational Technology Instructor	Educational Technology
Molly Houghton	Teacher	Teachers
Beverly Keefer	Teacher	Teachers
Jacqueline Knockel	Teacher	Teacher
Linda Laneback	Teacher	Teachers
Philip Lemar	Teacher	Teachers
Nancy Mapes	Teacher	Teachers
Jacquedda Morreale	Teacher	Teachers
Mark Osman	Teacher	Teachers
Pat Phillips	Librarian	Librarians
Amanda Smith	Teacher	Teachers
Debra Tanori	Teacher	Teachers

Long-term role of the Committee:
Write a description of the technology committee's role in developing, implementing, and evaluating the technology plan. This description should include how committee members were selected, and the role each is expected to play. Tentative plans for scheduling meetings for the next school year should also be included.

The development team for the Long Range Technology plan was comprised of individuals representative of the district as a whole. These individuals became the Technology Task Force. Members were selected to be a voice for their constituents. It was the intention of the Task Force to ensure that the Technology Plan was owned by every member of the district. All members were volunteers who gave freely of their time. The following constituents were represented: District Administrators, Departments, School Leadership, Principals, Community, Parents, Students, Technology, ELL, Teaching and Learning, Teachers, Classified Staff, and Librarians. All task force members shared ideas with their staff and peers, and information was shared through the TD#3 News Conference. Presentations were delivered and feedback solicited. Staff was assessed for Technology proficiency and data was used in development of professional development, training, and Technology Plan goals and objectives.

NEEDS ASSESSMENT

In this section you are to assess your LEA's current technology status in four categories: curriculum integration, professional development, equitable use of technology, and infrastructure and telecommunications services. Use the questions listed beneath each category to guide the assessment.

1. Describe student and programmatic needs that the agency plans to address through educational technology.

   a. Curriculum Integration
   Things to consider when evaluating your needs: The current curriculum strengths and weaknesses and the process used to determine these strengths and weaknesses, how student activities are being aligned to meet state standards, the current procedures for using technology to address any perceived curriculum weaknesses, how teachers integrate technology into their lesson - including ways technology is presently used for entire classroom and for small group instruction, and how students use technology -including ways students presently use technology for purposes beyond practice of skills.

   Tempe School District #3 is an urban school district located in central Arizona with 13,568 students and 25 schools. Most of our students come from low-income and middle-income homes, with a free and reduced lunch rate of 63.5% and 25% ELL population.

   Under the direction of our superintendent, all of our schools have developed school improvement plans designed to address specific strengths and weaknesses; these have been approved by the Governing Board and reflect the unique needs of each school. Each year the plans are reevaluated to ensure that they continue to meet each school's individual needs, while also supporting district goals.

   TD#3 has a Technology Curriculum Guide that provides teachers with information and resources they need in order to work with students on technology and technology integration skills and projects. The Guide includes connections to other curriculum areas and suggested activities and strategies.

   Steady progress has been made in teaching our students technology skills and integrating technology into curriculum, but much remains to be done. Curriculum Guides for Language Arts, Math, Science, and Social Studies have also been created for teachers in our district. Some technology activities, projects, and resources are suggested with these guides. It would be beneficial to add additional technology connections as these Guides are updated and republished.

   As in most school districts, our teachers vary in their use of technology. Some are enthusiastic users of technology and continuously work with their students on projects and activities that include use of technology. Others are using technology with students only during lab time, and have not yet fully incorporated classroom technology into every day teaching and learning.

Students have been gaining skills in the area of technology, such as touch typing, Internet research, presentation, and word processing. Our recently revised Report Cards for K-5 include a skills assessment grade for computers/keyboarding – a change that has resulted in additional attention to the development of technology skills. Our touch typing program Type to Learn, includes a record keeping system that helps teachers evaluate student progress.

Provision of assessment instruments such as rubrics and checklists in the area of technology skills assist teachers as they evaluate student learning.

b. Professional Development

Things to consider when evaluating your needs: The process the LEA uses for assessing the technology professional development needs of teachers, administrators, and non-certified staff; the technology professional development activities that have been offered to teachers; and how will teachers be assessed to determine the effectiveness of the professional development activities.

In the past, professional development needs of teachers and other staff has been assessed through surveys, discussions, and other feedback methods. During the 2006-2007 school year, all teachers were assessed utilizing a district created Technology Needs assessment.

A number of professional development opportunities have been available to our staff.

- 50 days of Apple Technology Professional Development Training- Summer 2007
- New Teacher Technology Training (which includes email instruction and other tech info)
- Courses available through the Community and Professional Growth Catalog
- Training through ASSET and IDEAL
- Early Release District and School Workshops addressing integration of technology within reading and math instruction
- INTEL courses
- After school workshops
- Technology Institute Summer Institutes
- Technology Leadership for Administrators, Summer 2007
- Staff training on AS/400, Finance System, Transportation System, Cafeteria as needed for specific jobs
- Windows XP training
- Introduction to your MacBook and OSX for Teachers, Summer 2006
- Destination Reading training, Destination Math training
- Science and Technology for Middle School (early release training day)
- Social Studies and Technology for Middle School (early release training day)
- Technology workshops during school breaks (2007-2008 school year)
- Ongoing Summer Technology Workshops

Workshops include evaluation from participants. This information is used to guide future professional development.

Time with teachers and other staff is key, not only the availability of training. After school workshops are one option. Several of our schools have adopted a "trailing sub" strategy for arranging time for training their teachers. In this way, small groups of teachers can receive training and gain new skills during the regular school day. Several schools have hired Instructional Technology Teachers. Teachers receive training along with their students as projects are implemented in the lab setting as a collaborative effort between teachers and the Technology Teacher. The Technology Teacher is also available to go into classrooms with the mobile lab to co-teach lessons integrating technology into the core curriculum. We are also looking at ways to provide training to content areas coaches so that technology is truly infused into all learning activities.

c. Equitable Use of Technology

Things to consider when evaluating your needs: The availability of technology to students and staff in the district -- include in your description the types of assertive technology tools that are provided for students with disabilities where necessary/applicable. How much time is available for use of technology by students and staff?

Access to technology includes at least one computer lab at every elementary school, mobile computer labs equipped with 10-15 laptops, and three labs at each middle school. Elementary students spend approximately 45 minutes per week in the lab, with other times available for sign up by teachers who wish more time for projects and other activities. Middle School students may sign up for Computer Electives or Industrial Technology Elective classes. Use of the remaining two labs at the middle schools depends upon whether teachers choose to sign up for lab time.

Each classroom is equipped with at least 2 student computers.

There are still some Project Venture teachers classrooms which have mini-labs of 6 to 7 computers and can provide their students with additional computer time. There are also 4 one-to-one technology (one computer for every student) model classrooms. They are used to showcase and model the use of technology.

During the 2006-2007 school year, each TD3 teacher was assigned a laptop computer. Beginning in the 2007-2008 school year school computer labs will be equipped with laptop computers (which will allow for future mobility), in addition to those currently available with the mobile lab. The district has also developed a refresh/replacement cycle so that technology will not stagnate (use for 4 years, replace in the 5th).

Though progress has been made in the area of access, more needs to be available for full integration of technology into curriculum, for the development of technology skills, and for research related activities. This need is especially evident at the middle school level. To that end, we have developed a Technology Review Committee to research and evaluate new software and technology to set district approved standards.

We have provided assistive devices to special needs students in the past, but must continue to explore optimum technology methods for helping students to communicate and to accomplish educational tasks. Updating devices and accompanying software may be necessary during the refresh cycle.

A number of our students have no computer/internet access at home. We are developing strategies and programs that will enable them to use technology more frequently during after school hours.

The following matrix may be used to determine the extent technology is available to students and staff

	Few, if any have access	Access primarily in teacher work areas, offices, libraries, or computer labs	User has access to computer for individual use in classroom or office
Administrators			**X**
Teachers (academic)			**X**
Teachers (vocational)			**X**
Teachers (exceptional education)			**X**
Teachers (electives)			**X**
Students		**X**	**X**
Students with disabilities		**X**	**X**
Non-certified staff		**X**	**X**

d. Describe the Infrastructure and Telecommunication needs.
Things to consider when evaluating your needs: the technology infrastructure of each school or a typical school in your district --explaining the type of data and video networking and Internet access that is available, the effectiveness of the present infrastructure and telecommunication services that have been provided by the district, and how E-Rate has allowed the district to improve or increase its technology infrastructure.

The typical school in Tempe has been fully networked using Ethernet category 5 cabling. Internet access is available to almost 100% of our workstations. TVs and VCRs are available in each classroom as well as access to cable television programming and checkout videos from the district video library and online via United Streaming through ASSET. An A/V cart system allows schools to provide video announcements and other programming to their classrooms. It is our goal to replace TVs in every classroom with LCD Projection devices and audio enhancement in the first three years of the plan. E-Rate will allow the district to increase bandwidth to 100MB and beyond. We utilize point-to-point wireless for high-speed connectivity between buildings with T-1 lines for redundant failsafe connectivity. We will be upgrading the core –infrastructure at the district office, which will enhance all inter-district network traffic and all traffic out to the Internet.

Telephones with voicemail are available in all classrooms as well as offices. We are looking to migrate from existing copper/analog phone lines to Voice-over-IP technology.

The district currently utilizes 10/100MBs switches and will be migrating to gigabit switches utilizing category 6 cabling and fiber backbones. We are also developing plans to introduce wireless access across the district.

To stay CIPA (Child Internet Protection Act) compliant, the district has installed Internet and email filters that are monitored and updated daily.

e. Describe the administrative needs that the agency plans to address through technology.
Things to consider when evaluating your needs: How administrative (certified and classified) staff use technology to include accessing data for decision making, SAIS reporting, communication tools, information gathering, and record keeping. Also include the professional development opportunities that are available to administrative staff.

The district is looking to replace the current Student Information Systems package (CIMS running on the AS/400) with a more current and user friendly, web-based system. This system will be accessed by all staff and will house student data and test scores. Teachers will be able to take attendance and keep grades in the system. This will allow instant, updated access to any pertinent student information. There will be planned access for parents, as well.

All office and administrative machines will be replaced in the 2007-2008 school year and will be placed on a 5-year cycle (use 4 years, replace in 5). The replacement cycle will allow us to keep technology current. Administratively, we utilize many systems to manage the daily operations of the district. For finance, we are implementing the Tyler-Munis financial package. In Facilities Management for Learners, we have implemented TMA systems Facilities Work Order system. In Human Resources, we will be implementing a new substitute calling system, which will allow all staff to utilize the Internet to sub calling in addition to checking on their own time accounting. The IT Customer Service department is moving to a web-based trouble ticketing system that will allow users to enter trouble request on-line and receive immediate status information. This system will also allow for seamless IT asset tracking of equipment directly through the network.

PLAN IMPLEMENTATION

LEA Technology Goals and Strategies

The goals listed below are the State Goals as identified in the State Technology Plan. The LEA technology plan should be aligned to the State Plan. The LEA may include any additional goals that apply to their technology plan.

Goal 1: Improve student academic achievement through the use of technology in elementary and secondary schools by fully integrating technology into the academic curriculum.

District Objectives for Goal 1:

1. Students will gain knowledge using appropriate technology to promote critical thinking, foster creative expression and develop decision-making skills.
2. All students will be able to understand and apply ethical and legal standards in planning, evaluating and using technology.
3. All students will be able to use and transfer technological knowledge and skills for life roles (family, member, citizen, worker, consumer, lifelong learner, etc.).
4. Stakeholders will use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information.

Items that need to be addressed:

- *Describe how the LEA will ensure all students have educational opportunities to achieve academic success through proven strategies of researched based successful practices.*
- *Describe how the LEA will meet the Technology Education Standards of the Arizona Academic Standards.*
- *Describe how the LEA will support innovative practices that lead to increased student achievement especially supporting the AZ Reads Initiative.*
- *Describe how the LEA will provide resources that reflect scientifically based research and best practices focused on improving student achievement.*
- *Describe how the LEA will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology. Include any plans to promote technology-based distance learning opportunities to meet the educational needs of those who have limited access to such courses and curricula due to geographical isolation or insufficient resources.*

Objective	**Strategy**	**Accountability Measure**	**Timeline (Task % Done /Year)**
1. Students will gain knowledge using appropriate technology to promote critical thinking, foster creative expression and develop decision-making skills.	• Research and develop a multimedia project appropriate to grade level. • Create student electronic portfolios. • Teach students in these areas.	• Assess student presentation for both content and technology standards by rubric. • Provide training and guidelines on how to use and implement student electronic portfolios.	• Educational Technology teams should determine the timeline for the schools they serve.

2. All students will be able to understand and apply ethical and legal standards in planning, evaluating and using technology.	• Integrate technology into daily lessons.	• Students will use spreadsheets to assist in entering, analyzing and evaluating information graphing. • NWEA Technology Test (or other assessment). • TLA (Technology Literacy Assessment) can be bought. • Create Technology curriculum checklist to check/monitor student progress.	• Evaluate and enhance yearly
3. All students will be able to use and transfer technological knowledge and skills for life roles (family, member, citizen, worker, consumer, lifelong learner, etc.).	• Identify opportunities for students that allow for technology integration.	• Provide guidelines to students to address plagiarism. • Access server database, search, retrieve, etc. • Demonstrate abilities	• Evaluate and enhance yearly
4. Stakeholders will use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information.	• Integrate technology into daily lessons.	• Demonstrate knowledge of inputting and retrieving info online and via servers.	• Evaluate and enhance yearly

Goal 2: Ensure that quality teachers, staff, and administrators are involved in Arizona educational institutions and that they are proficient in the use and integration of technology through professional development activities.

District Objectives for Goal 2:

1. Assess Technology Skill Levels.
2. Establish site/team development plans based upon the needs of the individuals within the team identified in the above survey.
3. Provide professional development opportunities using flexible methods of delivery and support.

Items that need to be addressed:

- *At least 25% of federal funds will be allocated to professional development.*
- *Describe how the LEA will provide all teachers, staff, principals, administrators, and school library personnel incentives to become technologically competent.*
- *Describe how the LEA will provide specific research-based professional development opportunities to all staff.*
- *Describe how the LEA will utilize a competency self-assessment instrument, such as MyCompass, that includes recommendations for professional development.*
- *Describe how the LEA will provide specific professional development opportunities to all staff that provides background on the research connecting student achievement and the use of technology.*

Objective	**Strategy**	**Accountability Measure**	**Timeline (Task % Done /Year)**
1. Assess Technology Skill Levels.	• Survey of staff self-assessing technology skills. • Create observational performance indicators appropriate for each position.	• Take skill assessment at time of employment. • Biannually to check for growth.	• 2007SY • Evaluate and enhance annually
2. Establish site/team development plans based upon the needs of the individuals within the team identified in the above survey.	• Form heterogeneous cadres/forums which will meet to problem solve and share ideas.	• Each site/team records how technology is being used. Follow through with principal/supervisor.	• 2007SY • Evaluate and enhance annually
3. Provide professional development opportunities using flexible methods of delivery and support.	• Sites plan training meetings with ed-tech liaisons and tech support. • iChat support • Remote Desktop support • Message Boards	• Log how often the methods have been used and /or use the biannual survey.	• Evaluate and enhance annually

Goal 3: Ensure that all K-12 educational institutions have the capacity, infrastructure, staffing, and equipment to meet academic and business needs for effective and efficient operations.

District Objectives for Goal 3:

1. Create a high-speed, wireless, portable WAN capable of supporting the district's needs for the future to include district internal communication, external websites, and student information system.
2. Develop standard and annually review all hardware and software platforms as well as applications.
3. Investigate industry standard and staffing needs to keep equipment performing adequately and plan as needed.

Items that need to be addressed:

Describe how the LEA will ensure that all facilities meet minimum standards of technology infrastructure and hardware placement.

Describe how the LEA will ensure continued maintenance and support of existing technology and networking.

- *Describe the specific provisions the agency intends to make for the interoperability of the technologies. (Interoperability is the capability of the technology to be acquired to function compatibly with technologies that exist or will be acquired in the near future at the local and state level).*

Objective	**Strategy**	**Accountability Measure**	**Timeline (Task % Done /Year)**
1. Create a high-speed, wireless, portable WAN capable of supporting the district's needs for the future to include district internal communication, external websites, and student information system.	• Acquire capital override funds and create a seven-year plan to support the objective. • Acquire a global customer support software system capable of tracking customer requests and satisfaction, as well as identify the possible solutions for improving service. • Create a Request for Proposal for a new student information systems (SIS) package.	• 95% of the time the network is available, determined by automatic random surveys of customers though the global customer support software system.	• 2007SY: purchase software; • 2008SY: SIS & Call Center Software purchased. Call Center Software operational. • 2009SY Implement SIS
2. Develop standard and annually review all hardware and software platforms as well as applications.	• Implement five-year replacement cycle, as stated in the Capital Override Plan. • Modify computer standards every year as technology evolves.	• Ensure that Capital Override Plan is followed, including the five-year replacement cycle. • District survey to assess whether users feel that the district is up-to-speed with technology.	• Evaluate and enhance annually

3. Investigate industry standard and staffing needs to keep equipment performing adequately and plan as needed.	• Have a consultant come in and analyze district efficiency of Information Technology.	• Consultant will provide the district with solutions and strategies to increase productivity.	• Implement improvement plan over the next six years of the override.

Goal 4: Ensure that all K-12 institutions will be positively involved in collaboration and partnerships that are supportive of technology use and curricular integration. (*LEAs will be required to publish report cards that provide school performance information to parents. Children in failing or unsafe schools will have the opportunity to attend better public schools.)*

District Objectives for Goal 4:

1. TD3 will identify and provide opportunities for parents to receive adult literacy training using technology.
2. TD3 will actively seek and develop community partnerships and programs that will enable the delivery of adult literacy training.
3. TD3 will publish a directory of public locations where internet access is available.
4. TD3 will support a safe school environment through the use of expanded surveillance systems and explore the role of biometric access to facilities and systems in education.
5. TD3 will continue to evolve standards and policies to protect the online learning environments.
6. TD3 will provide secure online parent access to student management information and educational student resources.
7. TD#3 will promote the integration of technology as a tool used in the classroom to complement and support instructional delivery.

Items that need to be addressed:

- *Describe how the LEA will make facilities available to the community as appropriate to support life long learning possibly through site councils.*
- *Describe how the LEA will establish Adult Literacy Connections.*
- *Describe how the LEA will encourage innovative practices to support equity.*
- *Describe how LEA will explore the use of technology to create safer school environments without infringing on human rights.*
- *Describe how the LEA will ensure the effective use of technology to promote parental involvement and increase communication with parents. Include a description of how parents will be informed of the technology being used in their child's education so that parents, outside of school, are able to reinforce the instruction their child receives.*

Objective	**Strategy**	**Accountability Measure**	**Timeline (Task % Done /Year)**
1. TD3 will identify and provide opportunities for parents to receive adult literacy training using technology.	• Open designated school labs for after hours adult education. • Train a cadre of teachers to be instructors for the program. • Develop district wide model technology partnership plans; use to evaluate, select and measure partnerships. • Develop a technology assessment for parents.	• Measure the effectiveness of partnerships at least annually. • Identify and track the utilization of the labs and the purposes which they are used for. • Establish oversight committee to manage Adult Literacy training.	• 2007SY: review existing partnerships. • 2008SY: establish new partnerships and open select labs for adult literacy training. • Annually add/chg/delete course content offered at

			the labs.
2. TD3 will actively seek and develop community partnerships and programs that will enable the delivery of adult literacy training.	• Actively seek partnerships with community organizations and businesses that provide and encourage the repurposing of used computers for disadvantaged families.	• Track the number of computers provided by partners and distributed to families. • Identify community sites useable for adult literacy training.	• 2007SY: review existing partnerships. • 2008SY: establish new partnerships. • Annually: audit partnerships.
3. TD3 will publish a directory of public locations where internet access is available.	• Update the district website with links to community centers, adult rec centers, libraries and other locations where public internet access is available.	• Test all links at least quarterly with a designated representative at each public site. • Add, change or delete links as needed.	• 2008SY: identify all designated representatives at each site. • Annually test each site.

Goal 5: Ensure that all K-12 resources are available for all students, regardless of race, ethnicity, income, geographical location, or disability, so they can become technologically literate by the end of eighth grade and achieve their academic potential.

District Objectives for Goal 5:

1. Provide students with equitable access to technology instruction, hardware, software, and other materials.
2. Develop assessment system to measure tech literacy and technology integration.
3. Implement innovative practices to provide learning communities with technology resources.

Items that need to be addressed:

Describe how the LEA will ensure that students with special needs will have those needs addressed through technology.

Describe how the LEA will encourage innovative practices to support equity.

*Describe how the K-8 LEA will ensure that all students will become technologically literate by the end of eighth grade **or** how the 9-12 LEA will ensure that all students maintain or increase their technology literacy and achieve their academic potential.*

Describe how the LEA will ensure equal access to all students, teachers, staff, and administrators.

Objective	**Strategy**	**Accountability Measure**	**Timeline (Task % Done /Year)**
1. Provide students with equitable access to technology instruction, hardware, software, and other materials.	• Select a diverse and representative team for rubric development. • Develop a rubric for assessing equity. • Team applies rubric. • Data from the rubric will be utilized to identify and provide needed access.	• Examine data from rubric to evaluate equity and availability.	• 2007SY • Evaluate and enhance annually
2. Develop assessment system to measure tech literacy and technology integration.	• A representative team develops a technology assessment plan. • Select skills to be measured. • Select assessment tools. • Develop logistics for conducting assessment. • Develop reporting options. • Conduct assessment • Report findings. • Use data for improvement.	• Determine whether assessment is operational. • Examine data for evidence of improvement.	• 2007SY Develop plan. • 2008SY Implement plan
3. Implement innovative practices to provide learning communities with technology resources.	• Provide tech courses for students and families. • Open tech learning centers in schools. • Identify proven,	• Determine whether the services are being used effectively. • Publish a list of proven, innovative practices.	• 2008SY • Evaluate and enhance annually

	innovative practices to ensure that students become technologically literate and achieve their academic potential. • Implement innovative practices to meet school needs.	• Monitor for implementation.	

Goal 6: Develop a continuous process of evaluation and accountability for the use of educational technology as: a teaching/ and learning tool, a measurement and analysis tool for student achievement, and a fiscal management tool. (*Information technology initiatives will dramatically reduce the data collection burden on state and local officials by seamlessly collecting and disseminating performance information. Increased flexibility will be a core principle incorporated in all legislative proposals.)*

District Objectives for Goal 6:

1. Evaluate and make changes to the technology plan on a yearly basis.
2. Assess how educational technology is used as a teaching and learning tool.
3. Provide strategies for assessment using new technologies.
4. Choose and implement a new (or update existing) comprehensive data management system to analyze student performance and to make instructional adjustments that increase student achievement.

Items that need to be addressed:

1. *Describe how the LEA will evaluate and make changes to this plan on a yearly basis.*

2. *Describe how the LEA will allow students to take on-line tests when available that facilitate their involvement and compilation of results information.*

3. *Describe how the LEA will provide professional development to enable teachers and administrators to use data from state mandated tests productively for students (data driven decision making).*

4. *Describe how the LEA will create or maintain/improve electronic resources to improve service to the state and ensure administrative needs are addressed and solutions developed.*

5. *Describe how the LEA will implement technology initiatives to improve student achievement.*

Objective	**Strategy**	**Accountability Measure**	**Timeline (Task % Done /Year)**
1. Evaluate and make changes to the technology plan on a yearly basis.	• Gather feedback from stakeholders. • Meet with Technology Task Force to adjust the plan.	• Adjusted plan.	• Evaluate and enhance annually
2. Assess how educational technology is used as a teaching and learning tool.	• Teachers demonstrate te use of technology through observation, survey questions, school self-evaluation tool/rubric, Tech Literacy Assessment test, presentations at meetings, lesson plans, projects.	• Teacher evaluation. • Annual Education Technology report presented to Superintendent.	• Evaluate and enhance annually
3. Provide strategies for assessment using new technologies.	• Schools continue to use online testing associated with Accelerated Reader or Reading Counts in order to determine optimum reading material level. • Continue to evaluate current online assessment software available in the district.	• Written report evaluating status of current on-line testing in district and evaluating future needs.	• Evaluate and enhance annually • Ongoing use of online testing to assist teachers in finding

	As appropriate, select and implement additional assessment software. • Identify and implement new assessment technologies.		optimum reading material level for students.

In the following table, copy and paste at least seven to eight goals listed in the above tables for Goal 1 through Goal 6 to address how you will evaluate the goals you select. E-Rate requires that mid-course evaluation of program goals be done each year and this table meets that requirement.

Tech Plan Goals	Evaluation Question(s)	Evaluation Strategies	Responsible party/parties	Timeline (Task % Done/Year)	Evaluation Check Points for mid course corrections.
Students will gain knowledge using appropriate technology to promote critical thinking, foster creative expression and develop decision-making skills.	Has classroom project-based learning increased? Will students that participate in project-based learning match or excel the achievement of other students as measured by standardized tests?	Measure extent of project-based learning in the classroom through survey instrument administered to teachers. Survey students.	Building administrator, EdTech, and Teaching and Learning Coaches.	100% 2007-2008	Mid-year communications, interviews, visits to participating classrooms.
Assess Technology Skill Levels.	Have we evaluated staff's technology proficiency? What training is needed based on the data?	Develop an on-line survey tool. Provide professional development opportunities for survey completion.	Information Technology, Teaching and Learning, EdTech.	100% Yearly	Mid-year review of Technology Self-assessment.
Create a high-speed, wireless, portable WAN capable of supporting the district's needs for the future to include district internal communication, external	Is the network operating at peak efficiency to support all of the data exchanged between schools and the district? Does it support information	Utilize network equipment to monitor bandwidth utilization. Enhance network bandwidth yearly.	Information Technology	100% Yearly	Quarterly analysis of bandwidth utilization.

websites, and student information system.	gathering from the Internet?				
Develop standard and annually review all hardware and software platforms as well as applications.	Have standards documents been developed and communicated (equipment configurations, support staff ratio)?	Ensure that Technology Review Committee is ongoing and people are aware of technology process.	Information Technology	100% Computer Refresh policy developed in 2006-2007	Mid-year Review of policy. Evaluate and enhance as needed.
Develop a Refresh Cycle.	Is hardware current and software updated? Are computers being properly maintained? Is there new hardware to consider?	Ensure that all equipment is refreshed so that the standard life-cycle policy can be implemented.	Information Technology	100% Replace all Lab and administrative computers 2007-2008 100% Replace all classroom computers 2009-2010 100% Replace all Teacher computers 2010-2011	Mid-year review of policy.
TD3 will actively seek and develop community partnerships and programs that will enable the delivery of adult literacy training.	Have technology partnerships been developed? Are we actively seeking partnerships to enhance technology integration?	Collect partnership data from schools. Meet with schools (principals and tech committees) to discuss the importance of partnerships. Work with Community Affairs and Marketing in development of partnerships.	Information Technology, EdTech, School Leadership, Community Affairs and Marketing.	50% Fall 2007 50% 2008-2009	Tech Task Force reviews on a yearly basis.
TD3 will identify and provide opportunities	Are schools offering opportunities for classes for	Work with schools to develop after-school	Technology, EdTech, Principals	50% 2007-2008 50%	Review on a yearly basis.

for parents to receive adult literacy training using technology.	parents?	opportunities for parents to receive technology training. Survey schools to document training opportunities.		2008-2009	
Develop assessment system to measure tech literacy and technology integration.	Have students gained technology skills as outlined by ADE's Technology Standards?	Use rubrics, checklists, and other assessment tools to measure student progress.	EdTech, Teaching and Learning, Principals, Teachers	25% 2007-2008 75% 2008-2009	Review on a yearly basis.
Evaluate and make changes to the technology plan on a yearly basis.	Has there been dramatic changes in technology to warrant changes in technology plan? Have State or Federal Technology Standards changed?	Gather feedback from stakeholders. Meet with Technology Task Force to monitor and adjust plan.	Technology Task Force	100% 2007-2008	Review on a yearly basis.
Provide strategies for assessment using new technologies.	Do teachers and administrators have access to data and to reports on technology that help them analyze the data? Are teachers making instructional adjustments as a result of data provided?	Schools continue to use online testing associated with Accelerated Reader or Reading Counts in order to determine optimum reading material level. Identify and implement new assessment technologies.	School Leadership, Assessment and Evaluation, Principals	50% 2007-2008 50% 2008-2009	Review on a yearly basis.
Use capital override for the	Have we developed a	Develop 7 year spending	Information Technology	100% 2007-2008	Review on a yearly basis.

next seven years to fund desired programs within the rules of the override.	plan for technology spending?	plan.	and district stakeholders.		
Identifying Funding.	Have we identified funding requirements? Have we explored ways to fund needed technology purchases and staffing?	Explore grant opportunities for technology. Identify federal sources, such as E-rate, and apply.	Information Technology	25% 2007-2008 25% 2008-2009 25% 2009-2010 25% 2010-2011	Review on a yearly basis.

Goal 7: Develop a schema of current and future financing requirements to support the LEA's Technology Plan. (*The national strategic plan focuses on performance. It states in unambiguous language the measurable goals and objectives the department intends to achieve. It creates the base of an accountability system for the State and all LEAs, as it works to imbue accountability throughout the nation's education system.)*

District Objectives for Goal 7:

1. Use capital override for the next seven years to fund desired programs within the rules of the override.
2. Continue to apply for e-rate funding.

Items that need to be addressed:

- *Describe how the LEA will meet current and future funding requirements to support plan implementation.*
- *Describe how the LEA will develop policies and procedures related to maintenance of hardware, software, infrastructure and security.*
- *Describe how the LEA will meet current and future funding requirements to keep the technology current.*

Objective	**Strategy**	**Accountability Measure**	**Timeline (Task % Done /Year)**
1. Use capital override for the next seven years to fund desired programs within the rules of the override.	• Develop a plan for spending the override.	• Spend the monies within the regulations of the e-rate and the technology plan.	• Evaluate and enhance annually
2. Continue to apply for e-rate funding.	• If granted the e-rate, will use the monies provided to take care of basic infrastructure, leaving the capital override for other technological equipment.	• Spend the monies within the regulations of the e-rate and the technology plan.	• Evaluate and enhance annually
See goal three for maintenance of hardware, software, infrastructure, and security as well as the refresh cycle information.			

STRATEGIES FOR FINANCING TECHNOLOGY

In this section, provide information as to how the LEA will fund the goals, objectives, and strategies detailed in the previous sections in the first table. In the second table, provide information of when the supporting resources will be acquired.

Supporting Resources:

Things to consider:

- *What supporting resources and services do you already have available that effectively leverage and expand your technology investment? Where are the gaps?*
- *What untapped community resources are available that can provide hands-on support of technology-enhanced learning? For example, are there local institutions of higher education that can help investigate alignment of proven practices for technology integration and the methods used at your school or district?*
- *Does your school or district expect and provide the structures that encourage technology and curriculum coordinators to plan together so that software, services, and resource acquisition link directly to current curriculum priorities? Are there particular supporting resources that can assist in this sort of ongoing collaboration?*

Source	Amount	Period Available	Status	Purpose and Restrictions
Title IID - Enhancing Education through Technology	$83094.88	Ongoing	Ongoing	Provides teacher training opportunities plus on-line content such as NetTrekker and EBSCO.
Title I	Determined by schools	Ongoing	Ongoing	Schools receive discretionary funds to use for technology training, student technology programs, open lab nights, and other items related to the technology plan.
District M&O and capital funds	Determined by department/school	Ongoing	Ongoing	Departments and schools have discretionary M&O and Capital outlay funds to purchase technology hardware, software, and additional maintenance.
Capital Override Funds	$25,000,000	Through June 30, 2013	Will go out for another Capital Override Election in November 2012	For district-wide technology enhancements. Allotments for school and district technology.

E-rate	$5,000,000	Applied for Annually.	Currently awaiting award notification	Telecommunications and network infrastructure.

Use the following table to describe the supporting resources for the technologies to be acquired that the agency plans to use during each year of the plan.

	Year 1	Year 2	Year 3
Connectivity/Infrastructure	Upgrade District Office network. Enhance six school network infrastructures through E-rate projects. Enhance district office bandwidth to 100MBs.	Upgrade/enhance five school network infrastructures through E-rate projects. Upgrade Brogan Network Infrastructure.	Upgrade/enhance school network infrastructures at four schools.
Hardware	Upgrade all school labs. Upgrade all administrative and office computers. Install LCD projection devices in all Middle School classrooms and approximately 100 elementary school classrooms. Interactive whiteboards installed in every library and 1 lab in each building. Allocate 3 document cameras to every school	Upgrade school servers. Upgrade color printers in schools. 600 computers for the opening of Scales School of the Future. LCD Projection Devices installed in 350 more classrooms. Approximately 300 more document cameras for schools.	Replace all classroom workstations. Complete installation of LCD projection devices classroom. Transporter of Learners technology upgrades/ enhancements.
Software	Ensure that all district labs, classroom computers, and teacher laptops have the same software.	Tech Review committee developing approved software list.	Tech Review committee developing approved software list.
Interoperability	New Student information System SIF Compliant	Staff will work to ensure interoperability.	Staff will work to ensure interoperability.
Curriculum Integration	Purchase and install Destination Reading and Destination Math.	Project-based learning workshops.	Project-based learning workshops.
Evaluation	Zoomerang subscription for online survey use.	Zoomerang subscription for online survey use.	Zoomerang subscription for online survey use.
Professional Development	TD#3 Technology Curriculum Guide. Offer summer technology professional development opportunities. Offer technology training over Fall and Spring breaks. Year round training offered through district staff development office.	TD#3 Technology Curriculum Guide. Offer summer technology professional development opportunities. Offer technology training over Fall and Spring breaks. Year round training offered through district staff development office.	TD#3 Technology Curriculum Guide. Offer summer technology professional development opportunities. Offer technology training over Fall and Spring breaks. Year round training offered through district staff development office.

Technical Assistance	Work with Apple, Dell, and Xerox for technology training for staff.	Work with Apple, Dell, and Xerox for technology training for staff.	Work with Apple, Dell, and Xerox for technology training for staff.
Support and Maintenance	New Call Center trouble ticketing software and asset tracking.	IT Staff to attend ongoing support trainings.	IT Staff to attend ongoing support trainings.
Training/Conferences	Opportunities to attend MEC, AZTEA, AASBO, NEC, and other technology conferences.	Opportunities to attend MEC, AZTEA, AASBO, NEC, and other technology conferences.	Opportunities to attend MEC, AZTEA, AASBO, NEC, and other technology conferences.

Technology Funding Sources and Costs

ANNUAL BUDGET SUMMARY **YEAR 2007-2008**

NOTE: DUPLICATE THIS PAGE FOR EACH YEAR AS NEEDED

1. List the technologies and professional development opportunities to be acquired during each year of the agency's plan.

   Note: At least 25% of the funds allocated to an LEA through the *ED Tech Program*, must be allocated for professional development activities.

2. Choose ONLY those technologies and professional development opportunities for which the agency has reasonable expectations of funding through local, state or community resources and that are not solely dependent on monies provided by the *Ed Tech Program*.

3. Place the cost of these technologies and professional development opportunities in the appropriate column(s) from which the agency intends to take the funds.

4. Remember to transfer the items listed in column one (Acquired Technologies) and column two (*Ed Tech* Cost) to ADE Form 9702 and the Budget Components Report pages in the Application.

Acquired Technologies And Professional Development	Ed Tech Competitive	Ed Tech Formula/ Title II-D	M&O	Bond/ Override	Capital	E-Rate	NCLB	Other (Specify)
Inspiration/Kidspiration					$15,000			
Telephone/Internet			80,000			320,000		
Network Infrastructure-schools				814,000		4,500,000		
Network Infrastucture-District Office				200,000				
Printers				52,000				
Library software/equipment				325,000				
Interactive WhiteBoards, LCD Projection Devices, Document Cameras				1,496,100				
Radio Replacement project			40,000			170,000		
Administrative and Office Computers				631,900				
Transporter of Learners Radio Equipment				35,000				
Webserver and website design				40,000				
Student Information Systems Package				700,000				
Call Center Software				80,000				
District Technology Training Lab				60,000				
District Office Surveillance Cameras				15,000				
Governing Board Room Technology				125,000				

Thew/Holdeman Bond Projects				260,000				
Ward Traditional Academy Wireless				40,000				
Sub coverage for teachers to attend Ed Tech Workshops/trainings		2931						
Added pay for tech workshop attendance outside of regular day		60,970						
Conference fees, travel, dues, supplies		15,699						
District Software					60,000			
District Technology Trainers			300,000					
TOTAL		**$83,094.88**	**$420,000**	**$4,874,000**	**$75,000**	**$5,310,000**		

Technology Funding Sources and Costs

ANNUAL BUDGET SUMMARY **YEAR 2008-2009**

NOTE: DUPLICATE THIS PAGE FOR EACH YEAR AS NEEDED

Acquired Technologies And Professional Development	Ed Tech Competitive	Ed Tech Formula/ Title II-D	M&O	Bond/ Override	Capital	E-Rate	NCLB	Other (Specify)
District Servers				125,000				
Color printers				100,000				
Computers for Scales School of the Future				900,000				
Telephone/Internet			80,000			320,000		
Network Infrastructure-schools				1,000,000		5,000,000		
Network Infrastucture-Brogan				286,000				
LCD Projection Devices/Audio Enhancement				695,000				
Digital Document Cameras				115,000				
Special Software and updates				200,000				
District Radios/cell phones			40,000			170,000		
Sub coverage for teachers to attend Ed Tech Workshops/trainings		2931						
Added pay for tech workshop attendance outside of regular day		60,970						
Conference fees, travel, dues, supplies		15,699						
District Software					60,000			
District Technology Trainers			300,000					
TOTAL		**$83,094.88**	**$420,000**	**$3,421,000**	**$60,000**	**$5,490,000**		

Technology Funding Sources and Costs

ANNUAL BUDGET SUMMARY **YEAR 2009-2010**

NOTE: DUPLICATE THIS PAGE FOR EACH YEAR AS NEEDED

Acquired Technologies And Professional Development	Ed Tech Competitive	Ed Tech Formula/ Title II-D	M&O	Bond/ Override	Capital	E-Rate	NCLB	Other (Specify)
Replace Classroom Computers				2,130,000				
Interactive Whiteboards				90,900				
Document Cameras				60,900				
Telephone/Internet			80,000			320,000		
Network Infrastructure-schools				405,660		700,000		
Tranporter of Learners Biometric/GPS				550,000				
Transporter of Learners SEON Digital Video				100,000				
Transporters of Learners – Zonar				125,000				
Special Software and Updates				75,000				
District Radios/Cell Phones			40,000			170,000		
Sub coverage for teachers to attend Ed Tech Workshops/trainings		2931						
Added pay for tech workshop attendance outside of regular day		60,970						
Conference fees, travel, dues, supplies		15,699						
District Software					60,000			
District Technology Trainers			300,000					
TOTAL		**$83,094.88**	**$420,000**	**$3,421,000**	**$60,000**	**$1,190,000**		

ACCOUNTABILITY AND EVIDENCE OF ACCOMPLISHMENTS

List the people and activities developed to monitor progress and accountability in implementing the technology plan.

Things to consider:

- *What set of evaluation questions will most effectively yield answers to whether and how your district needs were addressed through funding provided by the grant?*
- *What evaluation strategies (e.g., interviews, questionnaires, classroom observations, teacher-driven action research projects, analysis of student products or scores) will most effectively provide the data needed to address your evaluation questions?*
- *When addressing accountability measures, what is the quality, reach, and impact of your project's work?*

- The Technology Task Force will continue to meet monthly to ensure proper implementation and follow-up of the plan. The Task force will monitor and adjust as necessary.
- Teachers, Technology Teachers, and Educational Technology staff will examine student electronic portfolios to determine technology skill.
- In order to measure student keyboarding ability in grades 3-8, students will take touch typing tests and the teacher will also use a rubric or checklist to assess technique.
- In 2005-2006 teachers were provided with checklists detailing skills and competencies students should be able to perform. The checklists vary by grade level and are developmentally appropriate. Some of the skills include creating a word processing document with graphics, creating and presenting to an audience a multimedia project, know the limits of and abide by fair use laws and identifying the components of a computer.
- The district Assessment Coordinator will provide data to district instructional and administrative staff that will assist them in analyzing growth in mathematics and language arts as measured by SAT, AIMS, and other district assessments.
- The NWEA online testing system has been implemented for Fall and Spring testing in Reading and Math at all schools.
- As specific projects are put into place that have been designed to increase student achievement in language arts, math, science, and social studies, we will measure growth of students participating in the program. Positive evaluation may lead to replication of the project in other classrooms.
- Members of TD3 will be assessed annually to measure their ability level with technology and the plan will be adjusted to meet their needs.
- TD3 will offer technology professional development opportunities to all staff members throughout the school year, every year. Teachers will be surveyed at the end of each class to determine if the class met needs and expectations.

COORDINATION AND ALIGNMENT OF LOCAL FUNDS

In this section, describe how your district/charter coordinates or aligns the other federal, state and local funds and with district/charter consolidated plans and/or individual schools' School Improvement Plans.

The Tempe Elementary School District Technology Plan is the back bone of all initiatives that involve technology. Staff have been identified in every department and school who will help to carry out this vision. There are various funding sources used to carry out our mission and vision, which include Maintenance and Operations funds, Capital Outlay funds, Capital Override funds, Federal Grants, and E-rate. Utilization of these funds is closely coordinated so that we maximize the effect on our district goals of:

1) Increase student achievement in every classroom, for every student, in every subject, everyday.

2) Providing exceptional service and support to all.

3) Providing a culture of innovation and risk-taking.

4) Providing outstanding facilities and technology.

The district utilizes many different sources of outside funding to augment annual M&O and Capital budgets. TD3 has aggressively pursued E-rate funding to help improve the network and telecommunications infrastructure. E-rate is applied for annually and allows the district to increase network capacity, enhance connectivity, and provide wireless access. Title IID funding is extremely helpful to further advance our teachers' technology proficiency.

TECHNOLOGY PLAN RESOURCES

Websites in Support of Arizona's Technology Plan and Resources to Assist with Completing a Technology Plan

Arizona Department of Education, Technology Support
http://www.ade.az.gov/technology/

Research based results to be shared during the course of the plan's implementation
http://www.ed.gov/nclb/research/

RTC tech planning and support
http://www.sansimon.k12.az.us/tech_info.htm

Regional Training Centers
http://www.ade.state.az.us/rtc/

Arizona Department of Education, Technology Curriculum
http://www.ade.state.az.us/state_tests_acad_stds.asp

Nov 26, 2001 Accountability Program
http://www.ade.state.az.us/services/pio/press-releases/2001/pr11-26-01.asp

March 7, 2002 Accountability Report
http://www.ade.state.az.us/services/pio/press-releases/2002/pr3-07-02.asp

Arizona School Facilities Board (standards for infrastructure, hardware and software)
http://www.sfb.state.az.us/sfbmain/core_home.asp

Arizona Education and Technology Alliance (professional association)
http://www.aztea.org

Arizona Educational Media Association (professional association)
Arizona Association of School Business Officials
http://www.asbointl.org/

Arizona K-12 Center Administrative Grant
http://www.sfb.state.az.us/sfb/sfbdoc/announcements/AzK12_brochure.pdf

COPI reference to support for mentor model
http://www.seattleschools.org/area/it/studies.xml

Evaluation and Research of Educational Technology -
http://www.ed.gov/technology/evaluation.html

South East Initiatives Regional Technology in Education Consortium
http://www.seirtec.org/

ISTE International Society for Technology in Education
http://www.iste.org

NOTE: For information on developing an acceptable use policy, visit
http://www.netc.org/tech_plans/aup.html